DOCUMENT RESUME

ED 430 887 SO 030 616

TITLE	Skills-Based Scope and Sequence Guide: Music Grades K-6. Target Skills & Sample Assessment Methods.
INSTITUTION	Idaho State Dept. of Education, Boise.
PUB DATE	1997-00-00
NOTE	87p.; For additional Idaho Scope and Sequence Guides, see SO 030 614-615.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Academic Standards; Elementary Education; *Evaluation Methods; Learning Strategies; *Music; *Music Education; Public Schools; *Skill Development; State Curriculum Guides; *State Standards; Student Educational Objectives
IDENTIFIERS	*Idaho; Scope and Sequence

ABSTRACT

This guide is organized around a list of music skills that all Idaho students should know and be able to do at each grade level from kindergarten through sixth grade. The guide provides parents, teachers, and students with knowledge of what is being taught in a logical scope and sequence by grade level. Its purpose is to help build a basis for curriculum development, instructional strategy, and assessment practices, and to provide consistency across the state in what is being taught and learned. The listed set of music skills are to be learned at a factual, applied/analysis, or synthesis/evaluation level sample assessment methods for teacher use are included. "Target skills" and "sample assessment methods" are the headings for the chart. Skills are identified by grade level and were selected based upon: (1) the knowledge of many classroom teachers; (2) skills identified in scope and sequence charts of textbooks on Idaho's textbook adoption list; (3) skills measured on the Iowa Test of Basic Skills; (4) skills measured on Idaho's direct assessments; and (5) input from educators, patrons, and parents. (BT)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 430 887

SO 030 616

Skills-Based Scope and Sequence Guide

Music
Grades K-6

J. L. Evans

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Target Skills
&
Sample Assessment Methods

DR. ANNE C. FOX
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
BOISE, IDAHO

BEST COPY AVAILABLE

Developed by:

Gale Maxey, State Department of Education
Bert Burda, Retired, State Department of Education
Robbi Bussee, Music Specialist Duane Harrison, Music Specialist
Beverly Schumacher, Music Specialist Ann Shively, Music Specialist
Teddy Snow, Music Specialist Ester Wesche, Music Specialist
Debra White, Music Specialist
Sheila Cantrell, Classroom Teacher Shelly Doane, Classroom Teacher
Kathi Hranic, Classroom Teacher Darryl Jungen, Classroom Teacher
Sue Pelton, Parent
School Board Members
Community Members
Patrons

Compiled
1997

State Department of Education
Len B. Jordan Office Building
P.O. Box 83720
Boise, ID 83720-0027
(208) 332-6800
Fax (208) 334-4664

Jerry R. Pelton
Deputy Superintendent
Division of State-Federal

Instructional Services

Dr. Anne C. Fox
State Superintendent
of Public Instruction

Tom C. Farley
Bureau Chief
Instructional Services

Dr. Anne C. Fox
State Superintendent
of Public Instruction

TABLE OF CONTENTS

INTRODUCTION i

Kindergarten 1

First Grade 6

Second Grade 12

Third Grade 17

Fourth Grade 26

Fifth Grade 33

Sixth Grade 39

INTRODUCTION

The State Department of Education's Skills-Based Scope and Sequence Guide is organized around a suggested list of skills that all students should know and be able to do at each grade level from kindergarten through sixth grade. This guide will help provide parents, teachers, and students with knowledge of what is being taught in a logical scope and sequence by grade level. The purpose of this guide is to help build a basis for curriculum development, instructional strategy, and assessment practices, and provide consistency across the state in what is being taught and learned. Schools may wish to use the guide as a resource in developing and writing curriculum at the local level.

The guide has been developed as a scope and sequence by a team of teachers, parents, school board members, community representatives, patrons, and State Department of Education specialists. The listed set of skills are to be learned at a factual, applied/analysis, or synthesis/evaluation level. There are sample assessment methods included for teacher use.

How to Use the Skills Based Scope and Sequence Guide

The skills are identified by grade level starting at kindergarten then progressing through the sixth grade. The skills were selected based on knowledge of many classroom teachers, skills identified in scope and sequence charts of the textbooks on the State of Idaho textbook adoption list, skills measured on the Iowa Test of Basic Skills, skills measured on Idaho's direct assessments, and input from educators, patrons, and parents.

There are three processes that a teacher takes the student through for each skill. You will see an **X** placed in the column next to a skill where it is expected to be introduced, reinforced, and/or finally placed in long term memory. This helps the teacher determine the lesson and amount of repeated practices that will help achieve mastery of the skill.

Once the student achieves the skill the question is how to use it. We have identified three thinking levels for this ability. They are called factual, applied/analysis, and synthesis. The teacher can now develop an assessment to measure the skill. The same three thinking levels may be applied to the assessment chosen by the teacher.

It is our desire that students will be taken through the skills in a logical consistent format. Some students will be able to master the information much faster and should be allowed to progress as fast as possible through the grade levels.

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Rhythm										
1. Sing songs with a steady beat.	X				X		Students will demonstrate ability to sing with a steady beat: teacher will observe.		X	
2. Sing songs with long and short sounds.	X				X		Students will demonstrate ability to sing long and short musical sounds: teacher will observe.		X	
3. While singing, demonstrate awareness through movement.	X				X		Students will demonstrate awareness: teacher will observe.		X	
Melody										
1. Understand differences between speaking and singing voice.	X				X		Students will demonstrate through performance and teacher will observe.		X	
2. Understand differences between high and low musical pitch while singing.	X				X		Students will demonstrate through performance and teacher will observe.		X	
3. All students work toward matching pitch while singing with others.	X				X		Students will demonstrate through performance and teacher will observe.		X	
4. Introduce the theory of hearing pitch in the mind.	X				X		Students will demonstrate through performance and teacher will observe.		X	
Harmony										

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
1. Concentrate on two things at once such as: body/voice, voice/ instrument.	X				X		Teacher observation and evaluation as students demonstrate abilities.		X	
2. Concentrate on two additional things at once such as: body / walking, walking / instrument, instrument / voice.	X				X		Teacher observation and evaluation as students demonstrate abilities.		X	
Expressive Elements										
1. Choose the difference between fast and slow.	X				X	X	Teacher will observe through teacher directed activities.		X	X
2. Choose the difference between loud and soft.	X				X	X	Teacher will observe through teacher directed activities.		X	X
Form										
1. Choose the difference between same and different using music examples.	X					X	Teacher will demonstrate same and different using voices and unpitched instruments.			X
Tone Color										
1. Recognize differences in voice quality.	X					X	Demonstrate using different voice qualities as examples. Students choose from examples.			X
2. Recognize the unique tone quality of unpitched instruments such as	X					X	Demonstrate using referenced			X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
woodblock, rhythm sticks, and body percussion.							instruments.			
Perform - Listen - Create										
1. Grow in ability to sing a variety of songs in tune.	X				X		Teacher observes students' participation		X	
2. Grow in ability to play available classroom instruments while experiencing musical games and activities.	X				X		Teacher observes students' participation		X	
3. Be exposed to a variety of music styles appropriate for children.	X					X	Teacher observes students' participation			X
4. Explore different creative activities that involve singing, playing, moving, and pantomime.	X				X		Teacher observes students' participation		X	
5. Use knowledge and imagination to create vocal or instrumental music for dances or plays.	X				X		Teacher observes students' participation		X	
History and Heritage										
1. Be given the opportunity to gain an understanding of our American musical heritage by listening to and	X			X	X		Teacher observation and student participation	X	X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
singing songs such as: The ABC Song, The Farmer in the Dell, Yankee Doodle, Oh Susanna, Skip to my Lou, Three Blind Mice, and Swing Low Sweet Chariot.										
2. Be introduced to composers whose music will be applied to the age level of the class such as: Sousa, Goldman, Copland, Rimsky-Korsakov, Schumann, Handel, and others.	X			X	X		Teacher observation and student participation	X	X	
3. Listen to, sing, or be aware of patriotic songs such as: America, Star Spangled Banner, Idaho, God Bless America, and America the Beautiful .	X			X	X		Teacher observation and student participation	X	X	
4. Be introduced to music of the masters pertaining to children's interests such as: The Nutcracker Suite, Carnival of the Animals, Peter and the Wolf, and The Magic Flute .	X			X	X		Teacher observation and student participation	X	X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Rhythm										
1. Understand one count per beat of music q =ta.	X			X			Students will be able to mirror quarter note (one beat) clapping and perform simple songs which contain quarter notes: teacher observation.	X		
2. Understand two sounds per beat, introduced as q q = ti - ti.	X			X			Students will sing simple songs which contain eighth notes.	X		
3. Understand - no sound on a beat of music g = quarter rest, introduced as silent beat.	X			X			Students will demonstrate the ability to identify quarter rests on a sheet of music.	X		
4. Distinguish between rhythm and steady beat illustrated as "the way words go in a song".	X			X		X	Students will recite the words to simple songs in rhythm.	X		
Melody										
1. Understand higher than and lower than range of voice learned in kindergarten.	X			X		X	At hand signal direction of the teacher, students will sing as high and as low as possible.	X		X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
2. Learn and work with sol - mi, 5th step of scale down to 3rd step. Sing using sol-fa hand signals, icons, numbers, or any other appropriate manipulatives.	X			X			Students will demonstrate understanding visually with assistance from the teacher.	X		
3. Know about and recognize the music staff - five parallel lines. =	X			X			Recognize on sight	X		
4. Know about and recognize the terms upward, downward, and same, while listening to music or singing.	X			X			Students will demonstrate understanding with assistance the teacher using hand signals.	X		
Harmony										
1. Recite two part spoken rounds.	X				X		At teacher direction, students will participate in group exercises.		X	
2. Recite rhythmic ostinato (repeated pattern or rhythms).	X				X		Students will participate in a group taking part in a repeated pattern group or singing a melody as others repeat a pattern.		X	
Expressive Elements										
1. Understand faster and slower.	X					X	Students will be able to speed up or slow down at teachers direction.			X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
2. Understand louder and softer.	X					X	While singing a pleasing tone at teacher direction, students will be able to sing loud or soft.			X
Form										
1. When changed, identify music phrases as same or different.	X				X		Demonstrate using recorded or live music.		X	
2. Understand rhythmic patterning.	X				X		Model a variety of music patterns using hand clapping, voice, or recorded examples.		X	
Tone Color										
1. Recognize the sounds of various instrument families such as: Strings, Brass, Percussion.	X		X	X			Identify each family when heard.	X		
2. Learn the names and sounds of available traditional classroom instruments.	X		X	X			Recite the name of instrument on sight and describe sound before hearing the instrument.	X		
3. Experiment and be able to model a variety of pleasing vocal sounds.	X					X	Give opinion about heard or modeled vocal sounds and explain their opinion.			X
Perform - Listen - Create										

BEST COPY AVAILABLE

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
1. Grow in ability to sing a variety of songs in tune.	X				X		Teacher observation and student participation		X	
2. Grow in ability to play classroom instruments effectively while experiencing musical games and activities.	X				X		Teacher observation and student participation		X	
3. Be exposed to such vocal and instrumental classical music as: Vienna Boys Choir, the music of Rimsky Korsakov, and other classical composers of music for children.	X					X	Teacher observation and student participation			X
4. Explore different creative activities that involve singing, playing, moving, and pantomime.	X				X		Teacher observation and student participation		X	
5. Use known musical elements and imagination to create vocal or instrumental music dances or plays.					X		Teacher observation and student participation		X	
History and Heritage										
1. Be exposed to a variety of historical periods and cultures such as, Baroque, Classical, Impressionistic, and Modern.	X			X			Teacher observation and student participation	X		

BEST COPY AVAILABLE

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
2. Be given the opportunity to grow in understanding of our American musical heritage such as, The ABC'S Song, The Farmer in the Del, Yankee Doodle, Oh Susanna, Skip To My Lou, Three Blind Mice, and Swing Low Sweet Chariot.	X	X		X			Teacher observation and student participation	X		
3. Be aware of the lives and listen to the music of such composers whose music will be applied to the age level of the class as Sousa, Goldman, Copland, Rimsky-Korsakov, Schumann, Handel, and others.	X			X			Teacher observation and student participation	X		
4. Sing, listen, or be aware of patriotic songs such as America, Star Spangled Banner, Idaho, America, God Bless America, and America the Beautiful.	X			X			Teacher observation and student participation	X		
5. Grow in appreciation of the music of the masters pertaining to children's interests, such as the Nutcracker Suite, Carnival of the Animals, Peter and the Wolf, and The Magic Flute.	X	X					Teacher observation and student participation	X	X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
6. Be introduced to the music and instruments of various cultures.	X						Teacher observation and student participation	X	X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Rhythm										
1. Group notes into measures using bar lines, double bar lines, adding accents for emphasis in 2/4 time (meter).	X			X	X		Students complete a worksheet task provided by the teacher.	X	X	
2. Understand one sound which lasts two beats: h half note.	X			X	X	X	Students clap and count half notes and sing a simple melody which contains half notes.	X	X	X
3. Understand two beats of silence half rest.	X			X	X		Students clap and count half rests and sing a simple melody which contains half rests.	X	X	
Melody										
1. Understand and be able to sing the corresponding sol-fa, la-do-re, or scale intervals 6-1-2, using number steps of the scale.	X			X			Students will sing or play appropriate intervals as they model and demonstrate.	X		
Harmony										
1. Sing simple two-part rounds.	X				X		Students participate in class group singing.		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
2. Sing melodic ostinato patterns (repeated rhythmic patterns) while others sing accompanying melodies.	X				X		Students participate in class group singing.		X	
Expressive Elements										
1. Understand "p" and "f" - Soft, Loud	X		X	X	X	X	Students and teacher discuss and model music which is loud and soft sing songs applying both	X	X	X
2. Understand the terms crescendo and decrescendo, gradually louder and gradually softer.	X		X	X	X	X	Students sing a song demonstrating the element or play a prepared musical number.	X	X	X
Form										
1. Learn the meaning of a musical Introduction.	X			X	X		Students listen to examples of musical Introductions then sing or play an introduction.	X	X	X
2. Study and understand musical form such as: verse, chorus, refrain introducing A-B-A musical form.	X			X	X	X	Students listen to examples then sing and play examples.	X	X	X
3. Learn the meaning of "Repeat" in music } .	X			X	X	X	Find examples of repeat signs in printed music - sing a simple song that has repeats.	X	X	X
Tone Color										

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
1. Become aware of their own singing voices, and investigate the differences in the sounds of treble voices.	X				X		Teacher will explain the human singing voice followed by listening to or demonstration of singing. Teacher will observe as students sing.		X	
2. Recognize such various instruments of the band and orchestra by sight or sound as: Woodwinds - flute, clarinet, saxophone Brass - trumpet, trombone, tuba Percussion - snare and bass drums, cymbals Strings - violin, viola, cello, bass	X			X		X	Recognize instruments by sight after demonstration or from picture/charts.	X		X
Perform - Listen - Create										
1. Grow in ability to sing a variety of songs in tune.	X				X		Teacher observation and student participation		X	
2. Grow in ability to play available classroom instruments while experiencing musical games and activities.	X				X		Teacher observation and student participation		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
3. Be exposed to such vocal and insrumental classical music as: Vienna Boys Choir, the music of Rimsky Korsakov, and other classical composers of music for children.	X					X	Teacher observation and student participation			X
4. Explore different creative activities that involve singing, playing, moving, and pantomime.	X				X		Teacher observation and student participation		X	
5. Using knowledge and imagination create vocal or instrumental dances or plays.	X				X		Teacher observation and student participation		X	
History and Heritage										
1. Be exposed to a variety of historical periods and cultures such as, Baroque, Classical, Impressionistic, and Modern.	X			X			Teacher assist students by providing musical examples for listening or printed examples for singing or reading.	X		
2. Be given the opportunity to gain an understanding of our American musical heritage through such music as: The ABC'S Song, The Farmer in the Del, Yankee Doodle, Oh Susanna, Skip To My Lou, Three Blind Mice, and Swing Low Sweet Chariot.	X		X	X	X		Teacher assist students by providing musical examples for listening or printed examples for singing or reading.	X	X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
3. Learn about the lives and music of such composers whose music will be applied to the age level of the class as Sousa, Goldman, Copland, Rimsky-Korsakov, Schumann, Handel.	X			X	X		Teacher assist students by providing musical examples for listening or printed examples for singing or reading.	X	X	
4. Sing, listen to, and be aware of such patriotic songs as: America, Star Spangled Banner, Idaho, America, God Bless America, America the Beautiful.	X			X			Teacher assist students by providing musical examples for listening or printed examples for singing or reading.	X	X	
5. Continue to be exposed to such music of the masters pertaining to childrens interests as: The Nutcracker Suite, Carnival of the Animals, Peter and The Wolf, and The Magic Flute.	X	X		X	X		Teacher assist students by providing musical examples for listening or printed examples for singing or reading.	X	X	
6. Be introduced to, or be aware of, other musical genres such as: opera, musicals, ballet, jazz.	X			X			Teacher assist students by providing musical examples for listening or printed examples for singing or reading.	X		
7. Continue to learn of the music and instruments of various cultures.	X	X		X			Teacher assist students by providing musical examples for listening or printed examples for singing or reading.	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Rhythm										
1. Understand whole notes w and whole rests	X	X	X	X	X	X	Students participate in games involving movement and dance as the teacher observes.	X	X	X
2.. Understand dotted half notes h . .	X	X	X	X	X	X	Students participate in games involving movement and dance as the teacher observes.	X	X	X
3. Understand 3/4 meter, 4/4 meter, and (C) common time meter, which is the same as 4/4 meter.	X	X	X	X	X	X	Students participate in games involving movement and dance as the teacher observes.	X	X	X
4. Understand sixteenth notes q q x and their relationship to the way they appear in music.	X	X		X	X		Students participate in games involving movement and dance as the teacher observes.	X	X	
5. Understand the rhythm eighth note followed by two sixteenth notes q q q and two sixteenth notes followed by an eighth note q q q .	X	X		X	X		Students participate in games involving movement and dance as the teacher observes.	X	X	
6. Understand eighth - quarter - eighth syncopated rhythm pattern e q e .	X	X		X	X		Students participate in games involving movement and dance as the teacher observes.	X	X	
Melody										

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
1. Understand melodic phrases while singing.	X			X	X		While singing, the teacher observes the students breathing and emphasizes correct breathing technic.	X	X	
2. Using sol - fa hand signals drill pitch symbols. Do to Do up and down or scale numbers 1-8.	X	X	X	X	X	X	Teacher demonstration and teacher observation of student performance.	X	X	X
3. Sing, identify, and name the notes for Do, Re, and Mi in the scales of C,F, G on the treble clef.	X	X	X	X	X	X	As students perform, incorporate games with exercises of student understanding: teacher observes.	X	X	X
4. Spell three-part chords built on the first, fourth, and fifth steps of the C scale on the treble clef -C-E-G, F-A-C, and G-B-D.	X	X		X	X	X	As students perform, incorporate games with exercises of student understanding: teacher observes.	X	X	X
5. Study the functions of sharps #, flats b, and naturals n .	X	X		X	X	X	As students perform, incorporate games with exercises of student understanding: teacher observes.	X	X	X
6. Observe, study, and learn the proper direction of note stems (up, down) when writing music.	X	X		X	X		Students write proper examples.	X	X	
7. Hear, sing, or play in major, minor, and pentatonic tonalities, do, re, mi, sol, la in the scale of C on the treble clef.	X		X	X	X		Students demonstrate on the board plus sing or play on an instrument: teacher observation.	X	X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
8. Recognize, sing, and play the following intervals - Mi-Sol,(3-5) - Do-Sol, (1-5) and Do-Do, (1-8).	X		X	X	X		Using manipulative demonstrate, sing, or play on an instrument.	X	X	
Harmony										
1. Sing rounds, descants, and partner songs with ostinati - (Repeated note/rhythm patterns).	X	X		X	X		Student participation to verify element.	X	X	
2. Play instrumental descants, chords, and repeated patterns (ostinati) on classroom instruments.	X	X		X	X		Hands-on exercises utilizing available instruments.	X	X	
3. Participate in rhythmic chanting and vocal speech choir.	X	X		X	X		Classroom and program participation.	X	X	
Expressive Elements										
1. Study and understand ff, pp, F, P, dynamic symbols.	X	X	X	X	X	X	Body movement, games, student performance and teacher observation.	X	X	X
2. Understand the meaning of the symbol fermata 𝄐.	X	X	X	X	X	X	Demonstrate use in music - oral discussion.	X	X	X
3. Become familiar with words and symbols for crescendo and decrescendo	X	X	X	X	X	X	Demonstrate use in music - oral discussion.	X	X	X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
4. Distinguish between a variety of music tempos.	X	X	X	X	X	X	Play or sing music with various tempi - identify slow, medium, and fast using Italian terms such as: Lento, Moderato, Vivace.	X	X	X
Form										
1. Be introduced to the meaning of the musical term, "theme and variation." (Melody followed by variations of the same melody).	X	X	X	X	X	X	Demonstrate using body movement, dance.	X	X	
2. Be introduced to interlude. (Several melodies with music between).	X	X	X	X	X	X	Demonstrate by playing or singing several melodies with musical interludes between - student performance and teacher observation.	X	X	
3. Introduce the meaning and function of a repeat sign ‖: :‖.	X	X	X	X	X	X	Find repeat signs in written music and discuss how to sing or play the music.	X	X	X
4. Introduce the term "rondo" form in music - A-B A-C- (various themes in music which progress one after the other and may repeat).	X	X		X	X	X	Sing or play examples, then listen and identify rondo form.	X	X	X
Tone Color										
1. Observe the difference between male and female voices.	X	X	X	X	X	X	Listen to examples and discuss.	X	X	X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
2. Identify string, brass, percussion and woodwind instruments by sight and sound.	X	X	X	X	X	X	Attend a concert, schedule a live demonstration in the classroom or identify pictures of instruments.	X	X	X
3. Identify differences in pitched and non-pitched instruments.	X	X	X	X	X	X	Compare sights and sounds of available instruments.	X	X	X
Create - Perform - Listen										
1. Sing with a clear tone and match pitch with other participants.		X			X		Teacher observation as students perform.	X	X	X
2. Support singing with adequate breath control and good posture.		X			X		Teacher observation as students perform.	X	X	X
3. Sing independently through participation in rounds, descants and ostinati (repeated patterns).		X			X		Teacher observation as students perform.	X	X	X
4. Be able to play or tap various rhythms on pitched or non-pitched instruments.	X	X		X	X		Teacher observation	X	X	X
5. Accompany songs on the autoharp or other available instrument, using chords built on the first and fifth steps of the scale.	X	X		X	X		Listen and observe, as students participate.	X	X	X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
6. Move to express musical ideas using body expression.	X	X	X		X	X	Move to selected music, teacher observation.		X	X
7. Listen to different styles of music incorporating learned musical elements.	X	X	X		X	X	Discuss how learned elements apply to music examples referenced.		X	X
8. Move to simple folk dances and singing games.	X	X	X		X	X	Demonstrate different styles to illustrate music being referenced.		X	X
9. Listen to the music of composers from all historical periods of history.	X	X	X		X	X	Discuss the music referencing elements of music learned.	X	X	X
10. Create simple melodies and body movements to express a musical mood or concept.	X	X	X		X	X	Demonstrate and discuss.	X	X	X
11. Create a dramatization using vocal sounds, instruments, or body percussion.	X	X	X		X	X	Create, discuss, and demonstrate.	X	X	X
History and Heritage										

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
1. Sing and listen to music of the United States such as patriotic, folk, and music of various ethnic and cultural influences such as: Kasilyio (the wet sage), The Battle Hymn of the Republic, Columbia the Gem of the Ocean, Dixie, Swing Low Sweet Chariot, Old Black Joe, and other.	X	X	X		X	X	Observation and participation.	X	X	X
2. Be exposed to musical genres such as: opera, musicals, ballet, jazz.		X		X			Teacher assist students by providing musical examples for listening or printed examples for singing or reading.	X		
3. Be aware of the music and musical customs of other countries and heritages.	X	X		X			Write a report siting examples.	X	X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Rhythm										
1. Understand eighth rests as 1/2 count of silence.	X	X	X	X	X		Explain, draw examples, and demonstrate using movement and dances.	X	X	X
2. Understand the meaning of a pick up beat in music.	X	X	X	X	X	.	Teacher or students demonstrate - point out examples from music - sing songs which illustrate this element.	X.	X	X
3. Understand dotted quarter note followed by an eighth note q . e and an eighth note followed by a dotted quarter note e q .	X	X		X			Clap and tap the rhythm - make up a rhyme to illustrate.	X		
4. Study and understand 6/8 meter.	X	X		X			Clap and tap - sing simple 6/8 meter songs such as: "When Johnny Comes Marching Home".	X	X	X
5. Learn additional syncopated rhythm patterns such as: quarter - half - quarter q h q and eighth-quarter-eighth rest e q	X	X		X			Clap and tap the rhythms - make up a rhyme to illustrate.	X		
Melody										
1. Learn letter names of all lines and spaces of the treble clef.	X	X	X	X	X	X	Practice using manipulative and games.	X	X	X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
2. Learn about leger lines.	X			X			Draw a staff and add leger lines in appropriate places.	X		
3. Learn and understand the meaning of the musical term 8va (one octave higher).	X	X	X	X	X	X	Be able to explain.	X	X	X
4. Be introduced to the bass clef sign ?	X			X			Be able to draw a bass clef sign.	X	X	X
5. Be able to explain the meaning of the "Great, or Grand, Staff".	X			X			Identify Grand or Great Staff on a sheet of music.	X		
6. Recognize, sing, and play specific intervals of the scale such as 1-3, (Do - MI), 1-4 (Do - Fa), and 1-5 (Do - Sol). Explain "fa" as a new interval.	X	X		X	X		Recognize sound of intervals and be able to sing them with assistance.	X	X	
Harmony										
1. Sing simple two part songs.	X	X	X	X	X		Participate successfully in group singing.	X	X	X
2. Understand simple two part partner songs.	X	X	X	X	X		Participate successfully singing two part songs.	X	X	
3. With teacher assistance play chords 1 - IV - V7 in the keys of C - F - G on available classroom instruments.	X	X		X	X		Practice and demonstrate.	X	X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Expressive Elements										
1. Review Italian terminology for dynamic markings such as ff, pp, F, P.		X	X	X	X	X	While singing with a group, demonstrate knowledge.	X	X	X
2. Introduce the Italian terms; tempo - presto - accelerando - and ritardando.	X		X	X	X	X.	While singing with a group, demonstrate knowledge.	X	X	X
Form										
1. Recognize and sequence repeated themes.	X	X		X			Demonstrate knowledge after singing songs with repeated themes.	X		
2. Learn the musical meaning of D.C. and D.S., al fine, and Coda.	X	X	X	X	X	X	Be able to explain referring to a sheet of music.	X	X	X
3. Understand first and second endings in music terms.	X	X	X	X	X		Be able to explain referring to a sheet of music.	X	X	X
4. Understand how to follow first and second endings while singing or playing an instrument.	X	X	X	X	X	X	Successfully perform or be able to explain to someone.	X	X	X
Tone Color										
1. Identify voices as treble or bass.	X	X	X	X	X	X	Listen and be able to distinguish between the two.	X	X	X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
2. Identify a variety of band, orchestra, or folk instruments by sight and sound.	X	X	X	X	X	X	Recognize pictures or live instruments.	X	X	X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Create - Perform - Listen										
1. While singing, understand and demonstrate adequate breath support and posture.		X	X		X	X	Teacher observation of student performance.		X	X
2. Sing in tune with clear, free, tone and good diction using correct notes and rhythms.		X	X		X	X	Teacher observation of student performance.		X	X
3. Understand expressive singing using dynamics, tempo, and style.		X	X		X	X	Teacher observation of student performance.		X	X
4. Learn simple rhythms and melodies on recorder, or other available instrument, using correct notes and rhythms.	X	X			X	X	Participate in class learning lessons and exercises.		X	X
5. Play three chord accompaniments on the autoharp and/or tone bars.	X	X			X	X	Participate in class learning lessons and exercises.		X	X
6. Express a more advanced level of musical understanding using movement (dance) as a tool.	X	X	X		X	X	Discuss, create, illustrate, and perform examples of movement through music.		X	X
7. Use movement to interpret folk dances/singing games incorporating free form.	X	X	X		X	X	Discuss, create, illustrate, and perform examples of movement through music.		X	X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
8. Listen to many styles of music incorporating musical elements.	X	X	X		X	X	Observe and evaluate from learned elements.		X	X
9. Listen to the music of composers from all areas of the music world.	X	X	X		X		Listen and report.		X	X
10. Create simple melodies and movements to express a musical mood or concept.	X	X	X		X	X	Create, demonstrate, and report.		X	X
11. Create dramatizations using appropriate vocal sounds, instruments or body percussion.	X	X	X		X	X	Create, demonstrate, and report.		X	X
History and Heritage										
1. Learn songs about Idaho such as: "Here We Have Idaho", and "We Sing of Idaho".	X	X	X	X	X	X	Sing, learn, and perform.	X	X	X
2. Sing /Listen to music of the United States such as: folk, Native American and songs of the west such as: Kasilyio (The Wet Sage), Oh Susanna, Yellow Rose of Texas, and Sweet Betsy from Pike.	X	X	X		X	X	Sing, learn, and perform.	X	X	X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
3. Continue to learn about the music heritage, and listen to the music of, a variety of cultures.	X	X	X	X	X	X	Read, report, and perform.	X	X	X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Rhythm										
1. Understand dotted eighth notes followed by sixteenth rhythms q . q and sixteenth notes followed by dotted eighth notes q q . aurally and visually.	X	X		X	X	X	Chant, sing, clap, play, or move.	X	X	X
2. Understand 6/8 meter visually and aurally.		X		X	X	X	Perform by chanting, singing, moving, clapping, or playing.	X	X	X
3. Understand triplets q q q visually and aurally.	X			X	X	X	Perform by chanting, singing, moving, clapping, or playing.	X	X	X
4. Understand sixteenth rests visually and aurally.	X			X	X	X	Perform by chanting, singing, moving, clapping, or playing.	X	X	X
Melody										
1. Understand musical whole steps, and half steps.	X			X	X	X	Demonstrate or identify using chromatic (half step) instruments or voice.	X	X	
2. Understand whole steps and half steps in relationship to the major scale.	X		X	X	X	X	Demonstrate or identify using chromatic (half step) instruments or voice.	X	X	
3. Learn major scales and key signatures in C, F, and G, aurally and visually.	X			X	X		Sing scales or play scales on a chromatic instrument.	X	X	

Target Skills	Introduced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
4. Learn the structure of minor and pentatonic scales in the keys of C, F, and G.	X			X			Aurally identify minor and pentatonic.	X		
5. Observe how to place sharps # and flats b in each scale in their appropriate positions.	X			X	X			X	X	
6. Learn the names of notes in the bass clef including some leger lines above and below.	X			X			Identify the names of lines and spaces.	X		
Harmony										
1. Learn and understand harmonic/ melodic intervals - major 3rd 1-3, Do-Mi, major 6th 1-6, Do-La, Perfect 4th 1-4, Do-Fa, and perfect 5th 1-5, Do-Sol.	X			X	X		Identify, play or sing, examples.	X	X	X
2. Learn I, IV, and V chord structure of chords in simple keys such as key of C, I = CEG, IV = FAC, and V = GBD.		X		X	X		Recognize, sing, or play I, IV, V on a chording instrument.	X	X	
3. Understand two-part harmony.	X			X	X		Perform two-part music by singing or playing rounds, descants, and partner songs.	X	X	
Expressive Elements										

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
1. Learn additional Italian terms for musical tempo and dynamics such as: dolce, morendo, and lento.	X	X	X	X	X		Define and recite a number of new terms from memory.	X	X	
Form										
1. Understand the terms "Theme and Variations" aurally and visually.	X	X		X			Identify aurally and/or respond through creative movement.	X	X	X
Tone Color										
1. Research and identify traditional and non-traditional instruments such as band, orchestral, folk and ethnic instruments.	X	X	X	X	X	X	Identify and classify a variety of instruments.	X	X	X
2. Fully understand the human voice - high, low, male, female, separately, or in choral groups - Soprano, Alto, Tenor, and Bass.	X	X	X	X	X	X	Identify by sound.	X		X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Perform - Listen - Create										
1. Listen attentively to specific concepts such as form, style, and expression.		X	X			X	Demonstrate increasing ability to listen attentively.		X	X
2. Become familiar with the music of well-known composers.	X	X	X	X	X		Listen and identify.	X	X	
3. Learn the proper mechanics of singing such as breathing, posture, and singing vowels and consonants properly.		X			X	X	Demonstrate increased ability to understand concepts.			X
4. Create simple melodies and appropriate body movements to express a musical mood or concept.	X	X	X	X	X	X	Demonstrate		X	X
5. Create a dramatization using appropriate vocal sounds, instruments, or body percussion.	X	X	X		X	X	Perform the dramatization.		X	X
History and Heritage										
1. Know a variety of American Folk songs, and singing games such as *The Hoe Down* and *The Virginia Reel*.	X	X	X	X	X	X	Sing and/or participate.		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
2. Be familiar with American composers and their compositions such as: Gershwin - *Of Thee I Sing*, Copland - *Rodeo*, and Sousa - *Stars and Stripes Forever*.	X	X		X			Identify compositions and their composers.	X		
3. Be familiar with the music, instruments, and ethnic influences of various cultures such as: Mexican, Spanish, Japanese, Chinese, African, Arabian, Israele, and others.	X			X	X		Listen to a piece of music and be able to identify culture.	X		
4. Know distinctive American music styles such as: Jazz, Blues, Spirituals, and Rock.	X	X	X	X	X	X	Listen to and be able to identify styles.	X		
5. Correlate specific American historical events with music of that time such as the American Revolution and the American Civil War.	X	X	X	X	X	X	Sing songs and pieces that correlate with historical events.		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Rhythm										
1. Become familiar with 5/4, and 7/8 mixed meter.	X			X			Listen and perform music with mixed meter patterns.	X		
2. Become familiar with the musical meaning of "Cut-Time".	X			X	X	X	Chant, sing, clap, play, or move to music written in cut-time.	X	X	
Melody										
1. Understand minor scales written in the key signatures A, D, and E.	X			X			Play minor scales on chromatic instruments.	X		
Harmony										
1. Understand three part harmony.	X			X	X		Sing, play three part rounds, descants, and partner songs.	X	X	
2. Be able to spell I, IV, and V chords in several keys such as C, F, G, Bb and Eb.		X		X	X	X	Teacher or student demonstrate examples.	X	X	X
3. Be able to spell minor chords in several keys.	X			X			Listen to, or play on, the autoharp or available chording instruments.	X	X	
Expressive Elements										
1. Review Italian musical terms for tempo and dynamics.		X	X	X			Define the meaning of terms.	X	X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Form										
1. Reinforce previously taught material pertaining to form such as: ABA, rondo form, and music symbols.		X		X	X		Sing or play examples on available instruments.	X	X	X
Tone Color										
1. Research and identify traditional and non-traditional instruments such as band, orchestra, and folk.	X	X	X	X	X	X	Identify and classify a variety of different instruments.	X		X
2. Increase understanding of the human voice - high, low, male, female, separately, and in groups - Soprano, Alto, Tenor, Bass.	X	X	X	X	X	X	Identify by sound.	X		X
Perform - Listen - Create										
1. Be able to interpret the mood of a composition.	X				X	X	Listen and assess the musical mood of a composition.	X	X	
2. Create simple melodies and appropriate body movements to express a musical mood or concept.	X	X	X	X	X	X	Demonstrate		X	X
3. Create a dramatization using vocal sounds, instruments, or body percussion.	X	X	X	X	X	X	Demonstrate		X	X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
History and Heritage										
1. Sing a variety of ethnic music such as: Asian, Latin American, Jewish, Basque, Irish, Russian, German, and others.	X			X	X		Listen to, or perform, a variety of ethnic songs.		X	
2. Know about historical periods of time such as Baroque, Romantic, Classical, Impressionist, and Contemporary.	X			X			Recognize musical examples from each historical period.	X		
3. Recognize differences between various ethnic music such as: Native American chants and dances, Negro spirituals, Basque dances, Western folk songs, and Mexican mariachi.	X			X	X		Site examples of differences.	X	X	